

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal)

Libraries at University of Nebraska-Lincoln

October 2021

Records Management Practices in Nigerian Public Universities: The Challenges

Jika Saidu Muhammad

Universiti Teknologi MARA, Malaysia, msaidujika@gmail.com

Endang Fitriyah Mannan Mrs

Universitas Airlangga, endang_fitriyah@yahoo.com

Babagana Ibrahim Farashi

College Library, Federal College of Education (Technical), Nigeria, bfarash@gmail.com

Follow this and additional works at: <https://digitalcommons.unl.edu/libphilprac>



Part of the [Archival Science Commons](#), and the [Business Administration, Management, and Operations Commons](#)

Muhammad, Jika Saidu; Mannan, Endang Fitriyah Mrs; and Farashi, Babagana Ibrahim, "Records Management Practices in Nigerian Public Universities: The Challenges" (2021). *Library Philosophy and Practice (e-journal)*. 6267.

<https://digitalcommons.unl.edu/libphilprac/6267>

Records Management Practices in Nigerian Public Universities: The Challenges

Jika Saidu Muhammad

Faculty of Information Management,
University Teknologi MARA, Puncak Perdana Campus,
40150 Shah Alam, Selengor Darul Ehsan, Malaysia.

e-mail: msaidujika@gmail.com

Endang Fitriyah Mannan

Corresponding author
Diploma Library, Faculty of Vocational Studies,
Universitas Airlangga, Indonesia.

e-mail: endang.mannan@vokasi.unair.ac.id

Babagana Ibrahim Farashi

College Library, Federal College of Education (Technical),
PMB1013, Potiskum, Yobe State- Nigeria
E-mail: bfarash@gmail.com

Abstract

This study examined records management practices in public universities of Nigeria. A qualitative research using single case study approach with semi-structured interview technique was used to extract data from 14 stakeholders in records and information management regarding the research topic. Software for qualitative research analysis ATLAS-ti 7.0 was used to aid the data analysis. The result of the study among others shows that, RIM is predominantly conducted manually in the university with a lot of challenges. Various circumstances have contributed to these challenges; the most prominent among these is lack of standard RIM policy to guide and control records and information management, consequently, records and information are being handled disproportionately. This situation necessitates the stakeholders in RIM to call for the need for the university to put in place a uniform system that can regulate how information is being used and manage in accordance with the aims and objectives of the university. However, the study recommends that, there should be efficient manpower planning to take care of the manpower shortage and staff training in records and information management. Enacting a realistic information management policy to guide and control records and information management in the university among others is also recommended.

Key words: Records Management; Information Management; Nigerian Universities; Public Universities; Electronic Document; Education.

Introduction

Nigeria's 2020 Voluntary National Review (VNR) on Sustainable Development Goals (SDGs) focuses on the key issues of poverty, an inclusive economy, health and wellbeing, Education, Gender equality, and the enabling environment of peace and security, and partnerships. Related to education, Nigeria needs to increase the resources to provide quality education. Improvements in record management governance are expected to improve the quality of education.

International organization for standardization ISO 15489 defines records management as the "field of management responsible for the efficient and systematic control of the creation, receipt, maintenance, use and disposition of records, including processes for capturing and maintaining evidence of and information about business activities and transactions in the form of records" (ISO 15489-1, 2001, Clause 3.16).

ISO 15489 is an international standard that defines best practices for the management of both paper and electronic documents and records. It is based on the Australian standard AS 4390-1996: Records Management, which has advanced paramount system for records keeping. Subsequent to the released of ISO 15489 by ISO, the Australian government withdrew the Australian standard AS 4390-1996, replacing it with AS ISO 15489 (Adam, 2008). The ISO 15489 standard is intended for any organization that needs to guarantee that their records and documents are effectively maintained, accessible, categorized, and indexed from the creation of the records or document's life, to the end of their life, which could be either through disposal, archiving, or transferring of the records or the documents to an off-line/off-site storage.

Records management provides managers and information users with good access to information for decision making. Efficient information system creates and makes critical information available for organizational performance. Organizations focus on keeping and maintaining right-size information through retaining the right information and disposing the right documents.

Record means "something that represents proof of existence and that can be used to recreate or prove state of existence, regardless of medium or characteristics" (Hulme, 2012). A record may be created or received in the process of organizational day-to-day transactions, or to satisfy legal requirements. For instance, in educational institutions such as a university, students' records refer to information or data relating to students. This can be on paper and in electronic formats.

In the university system, information management has occupied a considered place in the

effective and efficient management of the university. In fact, it is considered as key in the administration of institutions of learning because it supports the planning and implementation of suitable course of services by enabling appropriate monitoring and supervision of work (Abdulrazaq, 2015).

An effective records management will help the universities to meet regulatory and audit requirements and provide proof of university's activities for litigation support. During auditing exercise, actions are reviewed through consulting and recording details of the documents that legalised the actions. In a situation where the records and information were not properly managed, the audit judgement would not be reliable due to untrustworthy information (Phiri, 2016).

To any organization or institution, information remains a necessary tool in making reference or decision. Efficiency leads the cardinal components of information management without which administering a complex organizations like university becomes difficult if not impossible. However, studies reveal that, information management in Nigerian universities suffers setbacks. Idris (2017) observes that Nigerian universities lack policies on central issues of records management such as records appraisal, retention and disposition. In a similar study, Abdulrazaq (2015) says that there is problem of lack of accurate information for administrative decisions in Nigerian universities. He adds that, this is as a result of increase in records generated at an exponential rate due to the rising number of students being admitted in to the universities. Other studies by Momoh and Abdulsalam (2014) and Ukwoma and Mole (2017) say that record may be available in an institutional repository of the university and users are not aware of it because its access points were not provided. Similarly, the status of information management in the universities generally lacks efficiency.

Literature Review

The concept of records management is popular and rooted in most corporate organizations in Africa and ISO 15489 is popular in sub-Saharan Africa among records management professionals, as noticed by Phiri (2016). In his study, Tough (2004) recommends that 70% of Commonwealth Africa heads of records services in the public sector has knowledge of ISO 15489; and 85% of them are willing to adopt it.

In universities, bulks of records are generated because various departments and units produce evidence of their daily transactions. All administrators, academics and supportive personnel also generate records. Abdulrazaq (2015) asserts that Nigerian universities possess huge amount of information on administration, students and other academic information, financial information, etc. In line with the National Policy on Education (1997), the aim of establishing universities in Nigeria is to develop social transformation, economic modernization and man power training. This implies that documenting events and activities in form of records of an institution particularly in a university in order to promote research and growth of the institutions and for the national development is of paramount importance.

Having investigated the cases of poor governance and conducted case studies in several dissimilar organizations, Isa (2009) discovers that, it has become clear that records management is central to good governance in both public and private organizations. Information and records management are the bedrock of business activity; if there is no information, the management is crippled in its planning and decision making process (Popooa, 2009).

Despite the important role records and information are playing in running an organization such as a university, many universities in Nigeria are faced with challenges in managing their records and information. In his study on managing e-records in federal universities in Nigeria, Idris (2017) asserts that activities geared towards managing electronic records are not receiving proper attention in the universities. There are virtually no records legislation and no modern technologies to manage e-records efficiently. Moreover, Bantin (2012) identifies some systems for processing electronic documents to include decision support system (DSS), Electronic records management system (ERMS) and Online transaction processing system (OLTPS), most of which are not found in Nigerian universities. Lack of these facilities will no doubt affect the management of electronic records.

Ekowati, D., & Handriana, T. (2021) reveal Information technology is a strategic asset in creating competitive advantage. Furthermore, Sukoco, et al, (2021) argue the company is successful create superior and competitive IT capabilities in turn enjoy performance to improve company revenue and reduce company costs. Buttressing this, Idris (2017) citing Asogwa (2013), describes the effect of insufficient ICT for managing electronic records in Nigerian universities as poorly equipped and that, the universities are not ready for modern records management considering the role technology plays in improving electronic records management system. Technological advancement has led to increase in creating electronic records in the universities but unfortunately, the management of these records is far below standard in most African universities (Kalusopa and Ngulube, 2011).

In addition, several studies conducted have revealed the poor state of records management in the universities which resulted in missing vital documents. Records in Nigerian universities are characterized by unprofessional destruction, improper arrangement and description, lack of proper disaster prevention plan and general lack of guidelines for managing records lifecycle (Abdulrazaq, 2015). Similarly, Ukwoma and Mole (2017) argue that a record may be available in an institutional repository of the university and users are not aware of it because access points were not provided for it.

This critical situation is consistent with the finding of a study by Popoola (2007) which discovers that top management in Nigerian universities are disturbed about the high rate of missing vital records and the longer time taken by records managers to provide the needed records for decision and other purposes. There is no significant improvement as Brendan (2013) also discovers that there is no functional policies put in place to take care of the records, as such records are lost repeatedly due to inefficient filing system in the universities.

Working in the same premises, Atulomah (2011) cited by Momoh and Abdulsalam (2014) reveals that, Nigerian universities produce large volume of records with frequent duplication of files in

all the units and sections of the university in an uncontrolled manner resulting in data redundancy and resource wastage. Increase or rise in number of students admitted into Nigerian universities and the consequent increase in records and information generated also constitute a major challenge in managing information as the university system is expanding at an alarming rate (Abdulrazaq, 2015). This buttressed the finding of Omenyi (1997) as cited by Brendan (2013), who found that most institutions have failed in the keeping and management of records because of the rise in student's population has made data generated too complex to handle and; the offices charged with the analysis of the data are ill-equipped and ill-trained to do so".

In his study on information management system in Nigeria, Omekwu (2003) discovers that, development planners, policy makers and researchers are handicapped by insufficient policy or simply unavailable data and information to facilitate the planning, policy formulation and research process. This was testified by Brendan (2013) who also states that there are no functional policies put in place to take care of the records as such, records are lost repeatedly due to inefficient filing system in the universities.

Information serves as a source of evidence for administrators to rely on when taking decisions. This call for an urgent need for re-orientation of information managers in the way they perceived, utilized, disseminate and managed information in Nigerian universities to allow for its meaningful utilization; hence the need for this study.

Methodology

Qualitative research using exploratory case study approach was used for this study to examine and seek to know the critical challenges and issues of records management in Nigerian universities. Interview for this study was conducted between June and September, 2019, using semi-structured interviews to gain knowledge of the phenomenon in accordance with the experiences of the respondents in the universities. Qualitative research procedure is considered best for this study because it has the capacity of extracting data from the respondents in their natural setting. They gave account of their experience and attached meaning to the happening in their interaction with the university records.

This research procedure allows flexible collection of data within the natural settings which is through open ended questioning, in this case through semi-structured interviews. Amaratunga et al (2002 p.3) claims that "this technique has the ability to understand individual meanings and adapt to new issues and ideas as they emerge". In addition, this procedure also has the capability to consider change in the surroundings over time. Qualitative researchers are curious in knowing the meaning people have developed, on how they perceived their world and the experiences they have (Merriam, 1998).

This research adopts purposive sampling in selecting its respondents. Fourteen respondents were selected based on their schedule of duties and knowledge of records and information management of the universities. They include one Registrar, one Records manager, three Faculty administrators,

three Professors or senior lecturers, two Clerical officers, one Departmental secretary and three Students.

The study uses single case study approach and follows the idea of Yin (2018) which suggests that case study research deals with an empirical that investigates a current phenomenon, explored by a researcher within its real- life context. Rich context and lack of control over events are part of the characteristics of this research, which are the major characteristics of a case study, hence the decision to use the method.

Semi-structured interview method was used due to its advantage of enabling a researcher to use proposed themes just like in a structured interview and concurrently ensuring flexibility for the respondent to express himself freely on any issue raised during the interview (Wahyuni, 2012). Consequently, 14 interviews were conducted and analysed for the purpose of this study. Qualitative analysis software called ATLAS.ti 7.0 was used to facilitate the interview analysis. The interview data collected was subsequently transcribed in to Microsoft word before coding. The purpose of data transcription is to assign meaning to the raw texts based on category and context. The transcription stage involved clustering data into two main categories namely; the verbatim transcription and followed by the assignment of themes and contexts to the text (Strauss & Corbin 1998).

Data Presentation and Analysis

This section presents the result of the study based on the interview conducted with the research participants who are the stakeholders in records and information management in the university in order to determine their perspectives towards implementing Information governance.

Results of the interviews provided prevalent themes among the participants arranged by responses to the interview question. These accrued themes were then sorted in to five thematic groups namely; Format of records, RIM Policy, Records management process, Competency and Management support. Interviewees were assigned acronyms to represent him/her in the analysis (RP-n) i.e. Research Participant n; where “n” stands for serial number of the respondent.

Coding/Conceptualizing

The use of ATLAS.ti software for data analysis aids the evaluation of the data collected for this study. Initially, during the coding process through micro analysis of the transcripts (open coding) in order to identify concepts in the data, more than 150 codes were identified. Concepts together with their properties and dimensions were then developed which gave rise to categories through axial coding; and finally the categories were linked to the central research

question; guided by Strauss and Corbin (1998) coding paradigm. This paradigm assists in arranging the concepts by categorizing them base on a logical classification scheme. These concepts as well as their properties and dimensions were gradually developed into categories and themes; then, the five main themes (illustrated in figure 1) were developed as presented and explain below:

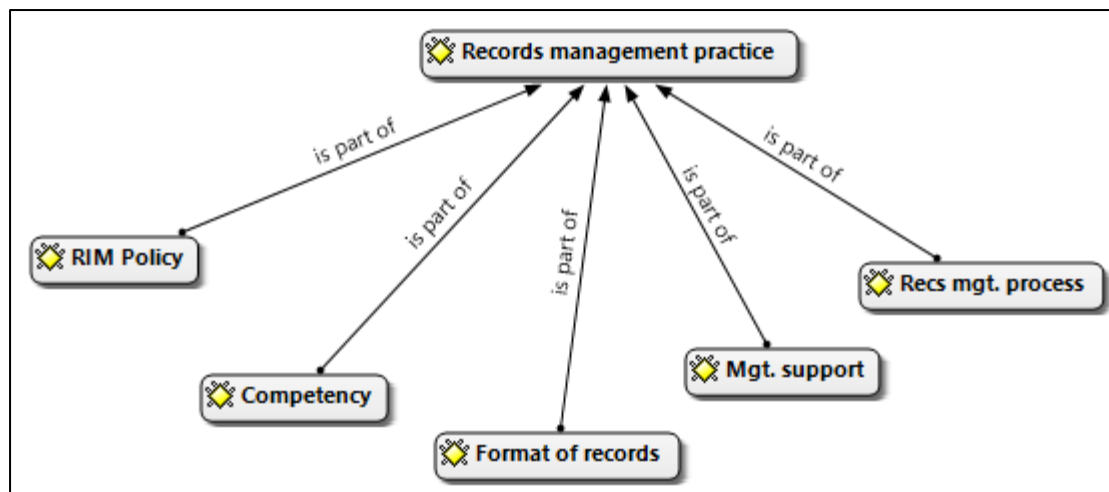


Figure: *Records management practices in Nigerian universities*

Theme 1: Format of records

This theme emerged as a result of responses obtained regarding the interview question on, “*What is the format of your records? If in both paper and electronic media, which format is prevalent?*”

The analysis comprises identifying the most widely used medium of information. This can figure out the situation of the university in terms of paperless records and information, and make sure that adequate mechanism are put in place to appropriately manage the recorded information. Managing electronic records and information need a different approach from the paper or hard copy document.

This study disclosed that the university used both electronic and hard copy format as the medium for records and information, even though the hard copy form is prevalent. Some areas pointed out to decide the medium of information includes:

- Information exchange in the university
- Correspondences, reports and other administrative transactions are predominantly done manually in hard copies;
- Records of students’ academic progression

- Parallel storage system of manual and electronic system is used to store students' academic records on a compiler as well as exams scripts;
- Admission application
- The university used purely paper-based system of application for admitting new students.

Some responses to support this from the interviewees as follow:

RPX2 "Well, the university is using both paper and electronic media in forms of computer systems, and the paper format is prevalent". **RPX3** "If I want to get something, a file; a previous records from the university, that one is very tedious, like from bursary you have to go through the hard copies and if you don't have the records of the year it will take you a long time to retrieve the information. But some records like from the VC's office once you have the date, most of their records are in soft copies. Also committee report, usually after the report information is given, is dispatched through hard copies not soft copies.

The records staff indicated foot-dragging to rely on electronic systems because the media was delicate and it would not be accessible compared with old-fashioned information delivery service systems such as paper. They believed that it was difficult for them to access electronic systems as most of the equipment was not readily available in the university. The records staff also recognised absent of skills to use the electronic systems and argued that electronic data are easily lost in handling for reasons that are not well-defined. A Respondent RPX3 reported:

"Any time you have a problem with results, the best thing for you to that student is to go back to his records, and the first record is that scripts because that is the authentic. You can make mistakes on the other records, but this one you will not make mistake because it is the script of the student itself, so it is the best backup, but we still have the soft copy; we still have the hard copy; we still have the one on our systems, but we are improving here and there".

Theme 2: RIM Policy

Analysis in this area comprises investigating the availability of records and information management policy. This follows the interview question *"Is there any RIM policy in the University? If Yes, does the policy explained responsibilities for all staff for managing records? If No, what is your guiding principle in managing the records and information?"*

Information management policy is the act or establishment of the information strategy for the purpose of meeting information objectives within the total force of available resources (Orna, 1990). Therefore, realistic information management policy along this line comprised of

plans and measures adopted by the university to guide and control its information activities in line with its mission.

This study disclosed that, the university had no documented guidelines or *modus operandi* for managing records and information. Anyway, data gathered provides proof that interviewees were not aware of the availability of information management policy in the university. When asked to comment on the availability of records management policy in the university, respondent RPX1 shared that, *even though the university has an office each that handles staff and students' records, it does not have basic records and information policy that spelt out guidelines and responsibilities for managing records and information*. Without standard policy or other official tool which is similar to it, other facets must have overtaken the functions which are assumed to be played by the policy on information management to direct and regulate activities and flow of information.

Issues of bad recordkeeping in the university can be linked to a number of determinants including the absence of established guidelines and policies on records management as revealed in this study. Even though participant's responses seem to advocate that the university have no formal policy on information management, the way records and information activities are handled such as creation, storage, access, retrieval, etc. provide an impression that they act in an automatic improvised and self-regulated in spite of the doubtful that cover information management policy in the university.

Theme 3: Records Management Process

The process of records management includes filing or classification, records storage, retrieval and records disposition. This section of the study analysed the level in which these processes were practiced and implemented in the university. The interview questions that lead to the emergence of this theme are, *Is there any section assigned with the responsibility of managing records and information in the university; How do you dispose records? You may wish to explain what you do with records that are no longer useful in your faculty; How do you store students records?*

The university classified its records solely based on departmental classification scheme. This type of scheme fit well with the university due to the dominating usage of paper-based records and information in the university. Various modalities were adopted in storing both staff and student's records. As narrated by RPX6, they keep semi-active records in two different ways.

Firstly, each department can freely keep the records by using physical tools and equipment to store them. These tools include shelves, file cabinets, drawers, cupboards. Personal computers, office computers, and other external storage devices such as pen drives were used to store electronic records. Secondly, the records were moved to a temporary records store such as extra spaces in the offices and other rooms in the university where same medium of storage were used to store them.

Storing the physical records using the above mentioned medium could be risky as the records were exposed to some internal factors such as the university staff and external factors such as insects,

humidity and temperature, capable of destroying them. This was the view of some of the interviewees on the safety of the storage area; *and I cannot guarantee you that the records are safe from rodents or insects*. So also the used of personal computers to store the records can lead to the personalisation of official information and in some instances the offline device may be damaged or get lost.

The university has no university-wide retention and disposition schedules. Disposing and retaining records rely on the availability of the lawful guidance and to some extent judgement of the units or departments. RPX7 conceded that whenever she want to destroy any record, she ask for permission from the retention unit in writing, that, the record is no more useful in her office, and she makes sure she keeps a detail record of the approval given for the destruction.

Theme 4: Competency in Recordkeeping

Personnel with knowledge and skills on how to manage records and information are crucial towards making sure that the system of recordkeeping is functioning in a right manner. This part of the study therefore is to assess the level of staff recordkeeping awareness and expertise in the university. The interview questions relating to this theme include: *Does the university assigned high-level responsibility to records management professionals? Does the University have human resource strategy that recognizes the need to recruit staff capable of developing and implementing tools and process for RIM? Does the University have training programme for RIM staff?*

The university did not have a central records management unit as stated earlier, and there is no evidence of records management awareness programme conducted in the university. This was not surprised because these programmes are supposed to be initiated and coordinated by the records management unit.

Despite the fact that there are many public institutions including universities and polytechnics not far away from the university under study that offer both short and long term training in records and information management, all staff handling records and information in the departments and units of the university did not undergo any intensive professional training on record or information management, rather the university use mainly registry staff to undertake records and information management activities, as highlighted by RPX1.

The study also revealed that there is no records management awareness programme conducted in the university. All the staff handling RIM in the units and departments did not have any intensive professional training on RIM; the university relied on registry staff with less training to take charge of the records. The records officer also raised concern that they have not received any training in RM practices and consequently they are not conversant with recordkeeping processes. As one clerical officer (RPX8) reported, there was no RM training programme dedicated for records staff to promote the

creation and preservation of records and information.

The records officer RPX2 commented “Yes they have training but is not all that adequate, because the problem of funding. Ideally and initially if we are operating in an ideal situation, every year all staff are supposed to be on either training or refresher training; re-training, but we discovered that some would take two three years before they go for refresher courses and other things”. In view of the above, the records officer proposed a RM training support as part of RM capacity building in the university. His suggestion is a clear indication that staffs with relevant RM skills and competencies are not readily available in the university.

Theme 5: Management support

Management support has to do with providing appropriate tools for employees who works for an organization in order to get a task done. This includes keeping employees within the circle, being clear on the job responsibilities and accountability, establishing effective communication system, encouraging rewards initiatives and creativity, and considering flexibility in the work place (Mojapelo, 2017). Getting management support is always crucial to the success of a programme.

This section of the study highlights the level of support the university accorded to records management. Interview question related to this theme is “*Do you receive support from senior managers for good records and information management? If Yes, can you explain the level of the support?*”

All the records management staff interviewed indicated that they are lacking in having support for professional training to do the job because no form of training on records management is provided by the university and none of them has ever attended any training on RIM sponsored by the university.

A faculty officer (RPX7) confirmed that, there is also general inadequacy of facilities in terms of office space, recordkeeping facilities such as the file cabinets, computer systems, etc. that will enhance recordkeeping and information provision in the university. The records officer university X (RPX2) acknowledge that the only support he receives from the management is the ease of access to his superior officers and explain the situation of the records in the university if the need arises and that he has never attend any form of training on his job, as such there is no any form of training from the university on this RIM.

Another area that needs management support has to do with staffing where the research respondent attested that they are in dare need of supporting staff to carry out records and information activities as affirmed by a senior lecturer (RPX3), that, in his department they only have one supporting staff. He is the messenger; the computer operator; and he is the secretary to the department.

Management support is not just a matter of words but allowing employees to grow and used

their abilities and talents. There was a crystal disregard of recordkeeping by the university management in terms of lack of training programme, records management projects, policies on records management, tools and records management units.

Conclusion and Recommendations

The finding from this study shows that there is dearth of unprofessionalism among RIM staff. One reason behind this is the solely dependence on registry staff without proper training to perform the task: leading to poor records arrangement and premature destruction of the records. Moreover, findings also suggest that the university is operating without standard guidelines as policy for managing the records and information. Majority of the participants clearly admitted the absence of information management policy within the university. This has led to so many inconsistencies in managing the records and information especially regarding the security, retention, and disposition of the records.

In order for the university to gain from the advantages of good RIM, it has to manage its records and information in a planned and systematic way. This requires a framework of policies, procedures and clear guidelines for stakeholders within the university to understand their obligations and roles in the efficient and effective management of records and information.

Based on the findings of this study, recommendations for improvement were offered as follows:

- i. *Manpower planning/Training:* - Efficient manpower planning system should be recognised and established in order to take care of the immediate manpower demand and ensure that adequate number of staff to handle records and information are prepared for future demands. This should be in line with the factors that necessitate the needs for an effective records and information management services in Nigerian universities. Similarly, looking at the low level of staff expertise in records management which required immediate intervention as established by this study, as a matter of urgency, the university should prepare short-term programs and in-house training for the records management staff. When the staffs are properly trained, the university's recordkeeping system is also expected to function accordingly.
- ii. *Create recordkeeping unit:* - There is a need to establish and dedicate a unit that can serve as centre for RIM in the university with a professional and qualified records manager who can take care of the general university's records. This office and officer should oversee the design, development as well as monitoring the university's information strategies and programmes.

- iii. *Establish a standard RIM policy*: - The University should establish an information security policy. This policy should be conveyed to employees, reviewed frequently and documented. Personnel must conform to the policy and any violation of the policy must attract disciplinary actions. The University should make sure that behaviours such as corruption, nepotism, etc. are countered for effective enforcement of policies. Hence, enacting a realistic information management policy that comprises plans and measures adopted by the university to guide and control their information activities in line with their mission is recommended.
- iv. *Provide executive support for records management*: - University administrators should particularly motivate the success of records management by providing executive support to the entire records management process. This may demand resource commitment and steadfastness for it to become deep-seated into the university's culture.

References

- Abdulrazaq, A. B. (2015). "Management of university records for effective administration of universities in north- central Nigeria". *International Journal of Library and Information Science*, 7(30), pp. 47- 54. Retrieved from <http://www.academicjournals.org/IJLIS> (12 October 2018).
- Adam, A. (2008). *Implementing electronic document and record management system*. New York: Auerbach publications, Tailor & Francis Group
- Amaratunga, D., Baldry, D., Sarshar, M. and Newton, R. (2002). *Quantitative and qualitative research in the built environment: application of "mixed" research approach*. *Work Study*, 51(3), 17-31.
- Asogwa, B. E. (2013). The readiness of universities in managing electronic records a study of three federal universities in Nigeria. *Electronic Library*, 31(6), 792–807. <https://doi.org/10.1108/EL-04-2012-0037>
- Atulomah, B. C. (2011). "Perceived records management practices and decision making among university administrators in Nigeria". *Library Philosophy and Practice*, 1(1), Pp.7-13.
- Bantin, P. (2012). Electronic Records: A Review of a Decade and a Reflection of Future Directions. In: Kent A. And Hall, C (Eds.). *Encyclopedia of Library and Information Science* Vol. 74. New York: Marcell Dekker. 47-81
- Brendan, E. A. (2013). "The readiness of universities in managing electronic records: A study of three federal universities in Nigeria". *The Electronic Library*, 31(6), pp.792-807. Available at <Http://www.doi.org/10.1108/EL-04-2012-0037> Retrieved (6 October 2018).

- Ekowati, D., & Handriana, T. (2021). A Systematic Literature Review: The Influence of Information Technology Enabler And Organizational Learning on Performance. *Library Philosophy and Practice*, 1-21.
- Hulme, T. (2012). "Information governance: sharing the IBM approach". *Business Information Review* 29 (2): 99 – 104.
- Idris, A. A. (2017). "Management of electronic records generated /received by federal universities in Nigeria". *Journal of Applied Technologies in Library and Information Science*, 3(2), pp. 45-53.
- Isa, A. M. (2009). Records management and accountability of governance. Unpublished PhD Thesis, Humanities Advanced Technology and Information Institute, University of Glasgow.
- ISO 15489 (2001), International Standard on Records Management, Retrieved from <http://www.archives.govt.nz/advice/international-standards/iso-15489>. Accessed (16th December 2019).
- Kalusopa, T. and Ngulube, P. (2011), "E-records readiness: building a contextual framework for labour organization in Botswana", paper presented at the XXI Bi-Annual East and Southern African Regional Branch of the International Council on Archives (ESARBICA), held at Maputo, Mozambique, 6-10 June.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education: revised and expanded from case study research in education*. San Francisco: Jossey-Bass.
- Mojapelo, N. (2017). How to support employees in the work place. Retrieved from <http://www.prosourcing.co.za>. Retrieved (09 December 2019).
- Momoh, M. & Abdulsalam, D. O. (2014). "Information management efficiency in universities in northern Nigeria: an analysis". *World Journal of Social Sciences*, 4(1), 107-116.
- National Policy on Education (2004). Nigerian Educational Research and Development Council (NERDC), Lagos- Nigeria.
- Omekwu, C. O. (2003). "National Agricultural information management system in Nigeria: A conceptual framework". *Library review*, 52(9), pp. 444-451. Retrieved from <http://www.doi.org/10.1108/00242430310501464> Accessed (4 December 2018).
- Omenyi, O. S. (1997). "Effective records management: A tool for effective counselling in the school systems". *Journal of counselling and communication*, 1(1), pp. 11-15
- Orna, E. (1990). *Practical information policies: How to manage information flow in organisations*. Aldershot: Gower.
- Phiri, M. J. (2016). Managing university records and documents in the world of governance, audit and risk: case studies from South Africa and Malawi. PhD Thesis University of Glasgow. Retrieved from <http://www.theses.gla.ac.uk/7506/> Accessed (19 December 2018).
- Popoola, S. O. (2007). A cost model approach to records management system in the civil service of Oyo State, Nigeria. Unpublished PhD Thesis, Department of Library, Archival and Information studies, University of Ibadan- Nigeria.

- Strauss, A.L. and Corbin, J. (1998). *Basics of qualitative research: techniques and procedures for developing grounded theory*. Thousand Oaks: Sage Publications.
- Sukoco, B. M., Eliyana, A., Handriana, T., Setiawan, H. C. B., Fatimah, N., & Tatag, H. L. (2021). Dynamic Capabilities Information Technology Enabler For Performance Organization. *Library Philosophy and Practice*, 1-31.
- Ukwoma, S. C. & Mole, A. J. (2017). Utilization of institutional repositories for searching information sources, self- archiving, and preservation of research publications in selected Nigerian universities. *African Journal of Library, Archive, and Information Science*, 27(2), 117-130.
- Wahyuni, D. (2012). The research design maze: understanding paradigms, cases, methods, and methodologies. *Journal of Applied Management Accounting Research*, 10(1), pp.69-80. Available at <http://www.researchgate.net/publication/256024036>. Accessed (26 March 2020).
- Yin, R. K. (2018). *Case Study Research and applications: Design and Methods*, (6th ed). Thousand Oaks: Sage Publications.